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Student Counseling Number

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Christian Education Magazine

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MAY—JUNE, 1936

Number 3

What Is Counseling?

WHAT IS COUNSELING? Might we not more appropriately ask, at the outset, what is it not? In the first place, it is not a mere perfunctory interviewing of students and a chalking up of results; it is not a routine procedure of testing or of record keeping; it is not an impersonal, mechanical, or formal relationship. Some would-be counselors have seemed to think that they would be heard for their much speaking, but counseling is not a process of lecturing to students one at a time or of dishing out to them free advice in huge allotments.

Counseling is a process of personal guidance. It is a purposeful relationship of a younger person with an older one, of a relatively inexperienced person with one of wider experience and of more extensive training. Based on sincerity and mutual confidence, it is, therefore, a process of facing life frankly and of sharing the values of experience and training.

Counseling is a most potent character-building agency. As such, it is a worthy supplement to other religious agencies and influences, such as chapel, class instruction generally and especially instruction in the Department of Religion, campus religious organizations, preaching, other worship services, and that vague and somewhat indefinable thing called "Christian atmosphere." In fact, counseling may not only supplement but even pave the way for a more effective functioning of other religious forces.

It has been rightly said that the average young person while in college gets a taste of all the problems that he will ever be called upon to meet—i.e., that he experiences problems in every major area of life. Sympathetic and intelligent counseling better than any other one phase of educational effort helps the student to meet and successfully cope with these difficult, and often intensely personal, situations.

The purpose of true counseling is, by means of personal help and guidance, to aid students in their continuing and important processes of adjustment and development. Counseling aims to be of genuine and permanent service by helping students to solve, or better still, to anticipate and preclude the development of problems in the numerous areas common to college life. It should help them to achieve their greatest potentialities by aiding them to solve academic, social, moral, religious or emotional problems; problems of physical development, problems of finance, and those relating to vocational plans. It should aid, moreover, in the establishment of desirable life viewpoints and in the formation of a workable and satisfying Christian philosophy of life.

B. M. M.

Getting a Counseling Program Started

THE HIGHLY SPECIALIZED NEEDS of a college youth require well-prepared and adapted counselors and also carefully planned programs of counseling and guidance, based upon the best experience available. This is no new responsibility for the college administration. It represents, perhaps, its oldest and most primary responsibility, but it is a duty which until comparatively recent years was receiving steadily diminishing consideration. In more recent years, however, a great many campuses are reassuming pastoral responsibility for their students.

A new conception of the educational and religious task of the college is in part responsible for this new interest on the part of institutions. Increasingly, education has come to consider its task to be that of guiding growing individuals to rich personal fulfillment in social relationships, not merely that of imparting certain content materials.

There are some first steps in getting a program of counseling effectively started on a campus:

First, the administration must recognize the *need* of a program of counseling. To accept this task is another way of assuming responsibility for all aspects of the curriculum process on the campus. It is properly evaluating all campus and community experience in terms of character building. It is to recognize the obvious fact that there have developed, alongside classroom technique, carefully organized programs of individual guidance and counseling, and that out of a body of experience fundamental principles of approach and procedure are being clarified and developed.

Second, the administration should recognize that it has no more important task than to place this part of its curricular responsibility on a sound, scientific, and adequate basis. The faculty member or members responsible for advising students should be well fitted temperamentally and adequately trained.

Third, it is important that the campus clinic should utilize tested procedures in dealing with all cases. Work done in this highly specialized field should compare favorably with the most skilled in any institution. Not only is it necessary to have psychiatric skill at your command, but it is also important that religious guidance be a part of the technique. It is our task to see that students are building integrated personalities in which they may see themselves in proper relationships to the universe and to their fellow-men.

Fourth, ample provision should be made for personal counseling to supplement any group guidance which may be given and to include guidance in the whole range of student problems.

Fifth, recognize the fact, however, that group guidance is an essential part of a thorough program of counseling. The depersonalization of problems and the morale of the group are essential assets.

Sixth, the necessity for adequate records cannot be too strongly stressed.

Seventh, provide faculty counselor who is a trained psychologist with adequate materials and equipment which are available for the trained technician. Tests, scales, and guides are available for measuring intelligence and emotional stability. Techniques that are reliable have been developed and should be followed.

Finally, in getting a program of counseling started faculties and administrations should recognize fully that students need social fellowship and support. Students become healthy personalities in healthy social relations. Herein lies the counselor's greatest resource and opportunity.

H. C. B.

The Enrichment of Spiritual Experience through Counseling

RICHARD HENRY EDWARDS *

THIS brief word has to do with the enrichment of the Counselor's experience. We assume enrichment of experience in the Other Person if the Counselor himself is in any deep sense a growing person, a spiritually maturing person. If he has rooted himself in fertile soil, and steadily responds to the light of sun and warmth of sun, he will ripen in due season. The laws of spiritual growth will work in him for a certainty. These laws do not work automatically, but they work with complete reliability when the conditions are fulfilled. The ripening is a long process, and there is much that the Counselor himself is to do to aid in his own fruition.

Assuming that he has an honest mind (at least a mind as honest as he can make it this late in his mental history), assuming that he is interested in other persons for their own sakes (not as instruments for the satisfaction of unsatisfied desires of his own), assuming that he is not a leaker of other peoples secrets, and assuming a number of other indispensables, a true Counselor learns little by little how to enter the upper rooms and possibly some of the underground chambers in other human lives. He wastes little time on street levels. When any Counselor, having been invited, enters reverently into other people's houses and finds some twisted, some



straight, some befouled, and some exquisitely beautiful, his own soul is cleansed. Knowledge — first-hand knowledge of the unbelievable human story, gained by listening close up to the still, sad music of it, by seeing it close up as one sees blood corpuscles flowing under a microscope, that means spiritual enrichment for him. How could it be otherwise?

And these two, having made an honest mutual diagnosis, turn to what the Other Person may do for himself and how the Counselor may aid him in the processes of cleansing, straightening, and rebuilding, they become aware of resources. Available resources are always there if these two can learn how to use them, the one how to tap them for himself, the other how to channel them to him.

There are resources within the person himself, reserves of ability-to-face-reality, and of ability-to-move-in-new-directions, reserves of courage and faith which have been lying unused.

There are resources also in society; in personal friends—real

* Director, United Religious Work, Cornell University, Ithaca, N. Y.

friends—in groups of people of good will organized in societies and institutions, in schools and colleges, in government agencies and churches—in humanized institutions, where resourceful public servants are ready to give aid.

Yet more! In and through these resources flow other resources, the ultimate resources of the universe itself. Vibrant living forces, physical and spiritual, are available. They can be used inexhaustibly by men and women everywhere. That means God. Wherever a Counselor and Other Person, working together, succeeded in channeling living water to some arid spot of human need, then enrichment comes also to the Counselor—unimaginable enrichment.

Finally if these two persons steadily search for some great norm of spiritual clarity, for living water out of inexhaustible wells, their searching inevitably brings them to Jesus. His reservoirs lie deep under all human soil. The tests of time have made manifest that he knew what was in man and needed not that anyone should tell him. His insights gave new and final truth about how to live on spiritual levels, utilizing vast resources, while one still keeps his feet on solid ground and walks the common ways of earth.

Whosoever incorporates in his life even these four insights of Jesus, which deal with four great aspects of life, becomes a liberated person.

Blessed are the pure in heart, for they shall see God.

First the blade, then the ear, then the full grain in the ear.

Lay not up for yourselves treasures upon earth.

Whosoever shall compel thee to go one mile, go with him twain.

When any Counselor and Other

Person freshly discover Jesus, together, and each for himself, spiritual enrichment comes to them both—in calculable enrichment.

Some Commencement Events

Birmingham-Southern College, Birmingham, Ala.

Baccalaureate Sermon, May 24, Dr. Clovis Chappell, Pastor, First Methodist Church, Birmingham.

Commencement Address, May 26, Dr. George F. Zook, president of the American Council on Education.

Southern Methodist University, Dallas, Texas.

Commencement Sermon by Bishop F. D. Leete, Methodist Episcopal Church.

Wesleyan College, Macon, Ga.

Baccalaureate Sermon, May 31, Bishop William Fraser McDowell of the Methodist Episcopal Church.

Central College, Fayette, Mo.

Baccalaureate Sermon, Sunday, May 31, Bishop Charles L. Mead of the Methodist Episcopal Church.

Commencement Address, Tuesday, June 2, Dr. Casper S. Yost, editorial editor of the *St Louis Globe Democrat*, St. Louis, Mo.

Emory University, Atlanta, Ga.

Baccalaureate Sermon, Sunday, June 7, Bishop W. N. Ainsworth, of the Methodist Episcopal Church, South.

Commencement Address, Monday, June 8, Dr. Dumas Malone, editor of the *Dictionary of American Biography*.

Scarritt College, Nashville, Tenn.

Commencement Address, June 4, Dr. F. Whitwell Wilson, Cambridge, England, and New York City; former Member of Parliament; at present special writer for *New York Times*.

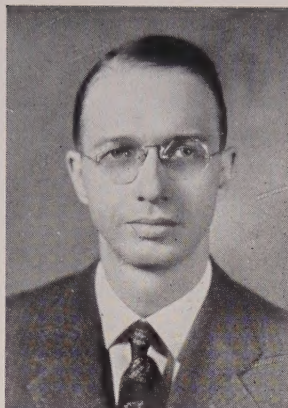
Some Suggested Principles of Personal Counseling

HENRY M. BULLOCK *

IN view of the large and increasing literature and experimentation in this field, any brief statement of the principles of student counseling can only be suggestive and partial in character. In seeking to avoid nebulous generalizations I am resorting to the apparently dogmatic method of listing certain propositions. Some of these are self-evident. Others I hope may prove to be springboards for further thought and experiment, as together we seek bases for more effective work with students.

1. Counseling is but one part of the educative and adjustment program of the Christian college, and should be undertaken in the light of the college objectives, and of everything that happens to the student incident to his college years.

2. The college should provide group conditioning for students which will create in them a readiness for counseling. Chapel and the voluntary religious programs and activities can stimulate thinking, provide an awareness of underdeveloped areas in the student's life, and provoke general campus discussion. Too frequently our religious observances raise no questions, or else provide "canned" answers which forestall any effective grappling with the realities, and actually leave the problem unsolved both in the student's own life, and in the larger life of society. There is a vital difference between open-



ing a way to the discovery of a real solution, and a ready-made answer which anaesthetizes thought.

3. Counseling can be more effective if accompanied by regular instruction in religion. Such a program of counseling and instruction could be effected if the required hours in Bible or religion were distributed over one-hour-a-week courses for residence, instead of being concentrated in a single course for the first semester, or for the entire freshman year. I recognize that this suggestion is thoroughly archaic, but I offer these suggestions in its defense. A study of the demise of one-hour-a-week Bible will reveal that it was abandoned, partly because it was often associated with the poor pedagogy of worn-out pastors thrust into teaching Bible in lieu of superannuation, and partly because of the undoubted administrative advantages of having Bible courses in the same hour-units as other courses. A course in Bible does have great value in the freshman year, but to telescope all of the official instruction in religion into the freshman year is to treat it as a tool subject to be reduced to efficiency once and for all and then dismissed from further specific attention. In the absence of the stimulation in religion afforded by a

* Professor of Religious Education, Millsaps College, Jackson, Miss.

regular course, religion does not figure adequately in the student's maturer integrations. Out of sight, out of mind.

Another consideration favorable to spreading the credit in religion over the entire four years is the principle of the spaced review, which does not have opportunity to operate fully in a course completed in four months, or even in a year. The long-continued working with the facts and ideas of religion would assuredly result in greater permanence of learning.

Under the one-hour-a-week plan, instruction can be progressively more mature, permitting a type of work in the upper years utterly impossible with freshmen. The continuing course also provides recurring conferences between students and instructors in areas closely related to personal religious development. Furthermore, if character and attitude changes are among the true objectives of courses in religion, should we not reconsider the effectiveness of long-time contacts of the student with the professors and with the subject-matter of religion?

4. The counselor must be Christian in the full meaning of the word, one who really enjoys and understands people, yet capable of objective thinking about them. He should be sympathetic without being sentimental, calm and unshockable without being heartless and impersonal.

5. The counselor must be firmly established in the minds of the student group as a whole. They must have no doubts as to his academic and intellectual integrity, his interest in them, and his trustworthiness in dealing with their confidences.

6. Counseling takes time, and unless the college arranges to relieve persons expected to do counseling,

the results will be disappointing. Moreover, the counselor must make himself available to students at times when students are free to see him.

7. Much good counseling is done "on the wing" in casual campus contacts, but thoroughgoing work is not likely to be done unless there is a suitable place where the student can come without undue conspicuousness, and talk in absolute privacy with his counselor.

8. The counselor should have as much information as possible before a conference begins, so that the precious time of the conference will not be taken up with getting basic facts. The general letter on "why I want to go to college," now included on the application blanks of some colleges, is often quite revealing. Other information may be gotten by fact-finding devices if they are properly administered, preferably in connection with the regular testing program of the college.

9. In the conference itself it is important to get the student to talk freely. What he says will lead directly or indirectly to the problem, or the absence of one if he is not conscious of any need or difficulty. Here a sound knowledge of mental hygiene tempered with a sense of humor is most helpful.

10. Each student must be understood and counseled as an individual, rather than as an illustration of a "type" to be classified in some pigeonhole. It is, however, well to recognize the fact that most student difficulties are rooted in some one or more of these factors: intelligence level, study habits, economic status, health, sex, and the stress between the new college environment and home environment.

11. Genuinely successful adjustment of student problems is seldom achieved merely by "internal" ad-

justments of the student himself. It is also usually necessary to teach him to change or control his environment as well as to change himself. By changing the environment I mean changing anything from eyeglasses to rooms and roommates (yes, and counselors!) if and when necessary.

12. Counseling must begin where the student is thinking—if you can find out. It is well to seek to understand his attitude toward himself, toward others, and toward God. It is perhaps unnecessary to say that religious perplexities, either consciously or unconsciously, often mask difficulties with self or with others, as in the case of the girl who once went to see her professor of religion professing difficulty in "finding God," when in reality the difficulty lay in her unsuccessful attempts to have God change the situation relative to a lover's quarrel in which she was involved.

13. Help the student to discover, analyze, and plan a program to meet one of his maladjusted needs. If he can see just one issue more clearly, and have one effective method of attack on that problem, it will give him encouragement and something of the knack of developing ways of dealing with other puzzling matters. Students need much less advice and exhortation and much more guidance in the actual methods of doing what we advise. It is not without wisdom that they frequently reject our generalized advice, but eagerly try our methods. A boy who "blew up" at crucial moments in important tennis matches was assisted by his psychology professor to work out a way to overcome that tendency. In the solution to this problem, it became apparent that "blowing up" was a symptom of more important mal-

adjustments. One solution thus sometimes leads to others.

In the case of the bewildered student who doesn't know what to believe, help him discover some one great verity which he doesn't doubt, and begin there, unfolding to him the interdependence of all truth and all things worth while in life. Help him to see that one needs but very few firm pegs around which to build a strong but adaptable philosophy.

14. Appeal to the experimental, scientific spirit in students. Show them that creative Christian faith and creative scientific work demand the same characteristics of open-minded teachableness, humility, sacrificial spirit, persistence, and complete honesty and sincerity.

15. Help the student to discover and accept for himself standards and plans (subject to growth and modification) for his entire life. Here rating scales for private use or for use by counselee and counselor together are helpful.

16. Counseling is no substitute for psychiatry. Get expert advice for cases that seem definitely pathological.

17. Counseling should anticipate and prevent crises instead of trying to patch together the pieces after the crash.

18. The counselee must not become dependent upon the counselor, but must become increasingly independent. However, no man is his best possible self in splendid isolation, and students should be encouraged to avail themselves of the counsel of their pastors and other competent persons.

19. In some cases it is desirable to carry on what might be called postgraduate counseling by means of letters and subsequent contacts. Commencement and home-coming occasions offer surprising opportu-

nities if recent graduates learn that their counselors continue to show interest in their progress.

20. Violate the rules if and when necessary. The boy who stood on the burning deck obeyed orders, but that was the last of that boy.

Wesleyan Alumnae Launch 100th Anniversary Plans

WESLEYAN alumnae associations at recent meetings laid plans for the colorful celebration which will take place at Wesleyan (Macon, Ga.) during commencement, May 29-June 1, in honor of the hundredth anniversary of the granting of Wesleyan's charter. A hundred years of Wesleyan's history will be portrayed in a pageant in which alumnae of the college from all over the country will take part.

The pageant will be based on the historic speech delivered in 1835 by Daniel Chandler before the Demonsthean and Phi Kappa Societies at the University. Chandler's speech, maintaining that "the mind of woman is capable of great improvement," is said to have been directly responsible for the more lenient attitude toward woman's education and the granting of the charter to Wesleyan.

The two oldest national sororities in the United States, the Alpha Delta Pi and Phi Mu, were organized at Wesleyan in 1851 and 1852 as the Adelphean and Philomathean Societies.

The first Alumnae Association in the United States was organized at Wesleyan in 1859.

Dedication of Observatory Features Commencement

FORMAL opening of Morrison Astronomical Observatory will feature June commencement exercises at Central College (Fayette, Mo.).

Dr. Harlow Shapley of the Harvard Observatory has been chosen as the principal speaker, and the exercises will take place on Monday, June 1, of commencement week.

Dr. Shapley will deliver a public lecture in the chapel of college church at 11 A.M. on the general subject of Astronomy. In the afternoon at 2 o'clock he will lead a discussion at the observatory. Professors of mathematics and astronomy in the colleges and universities of Missouri and adjoining states have been invited to attend this meeting.

Commonwealth Scholarship Granted to Millsaps

A COMMONWEALTH FUND scholarship to the Tulane School of Medicine has been granted to a Millsaps senior, Gilcin Meadors, Clarksdale, according to an announcement from Dr. C. C. Bass, head of the Tulane medical school.

The scholarship, four of which are granted each year to Mississippi pre-medical seniors, carries with it \$1,000 yearly for the complete medical course, with the agreement that the student will serve in a rural community for at least three years after completion of his internship.

During his career at Millsaps, Meadors has ranked high in scholarship and activities, being a charter member of the pre-medical honorary Alpha Epsilon Delta fraternity. His winning of the Commonwealth scholarship adds another to the long list of Millsaps men who have won the scholarship during the past few years.

A new six-point grading system, eliminating the grades-by-figure method, has been adopted by the faculty of Millsaps College (Jackson, Miss.) to become effective at the 1936-37 session.

Present Trends in Personal Counseling

VIRGINIA THOMAS *

WITH the change of emphasis in education from the teaching of subject matter to the teaching of boys and girls there has come a realization of the so-called personnel point of view which President R. C. Clothier of Rutgers University defines as, "The systematic bringing to bear on the student of all those influences, of whatever nature, which will stimulate him, through his own efforts, to develop in body, mind, and character to the limit of his individual capacity for growth, and help him to apply his powers of developing more effectively to the world."¹ The college which hopes to bring about the highest possible personal development in each student must have someone who knows that student as an individual, his strong points and weaknesses, his capacities and abilities, how to help him develop his abilities and overcome his weaknesses. To do this the guidance program has developed. Guidance is based upon the fact that human beings need help. This need has always been present, but we are awakening to the fact that human energies and talents are being dissipated today because of more complicated social and economic conditions. Guidance is for the purpose of conservation. According to Jones it may be defined as "involving personal help that is designed to assist a person in deciding where he wants



to go, what he wants to do, or how he can best accomplish his purpose."² This has gone on in one way or another throughout the years, but we believe today that there are methods of guiding which are scientific and will assist the boy or girl in making his or her own decision. The term itself came into use in educational circles about 1910,³ and guidance programs have developed in many of our schools and colleges. Our Freshmen Week programs, admission requirements, orientation courses, courses in occupations and employment bureaus are a part of this total program. The phase with which our discussion deals is personal counseling.

It is not necessary to go into detail as to why personal counseling. Those who live and work with students see needs, though many of us are at a loss as to how to meet these needs. It might be well to remember that there are two points of view, however. One of these is ex-

* Head, Department of Religion, Grenada College, Grenada, Miss.

¹ R. C. Clothier, "College Personnel Principles and Functions," *The Personnel Journal*, Vol. 10, No. 1, June, 1931.

² Jones, A. J., *Principles of Guidance*. McGraw-Hill, New York, 1934.

³ Blake, M. B., *Guidance for College Women*. D. Appleton & Company, New York, 1926.

pressed by Flexner when he says, "The University professor has an entirely objective responsibility—a responsibility to learning, to his subject, and not a psychological or parental responsibility to his students."⁴ This would presuppose that personal adjustments will come as a by-product of mental development through contact with the instructor in the general process of academic instruction. Another point of view being accepted by many educators today is "The young person is confronted with a bewildering complexity of choice; delicate adjustments are necessary; the individual needs assistance as never before."⁵ It is this second point of view which becomes the basis of our counseling program.

In discussing present trends in personal counseling on the campus we shall consider (1) trends as to the purpose of counseling; (2) the procedure used; and (3) the preparation of the counselor.

Trends as to the Purpose of Counseling. In 1925 Hopkins made a survey of fourteen colleges and reported that four of the colleges were doing outstanding work in faculty advising, six were doing creditable work, and four nothing. These first advisory systems were instituted to help failing students. An adviser would be assigned a certain number of students for whom he was to be responsible. He kept up with each record, and when there was a failure or tendency in that direction he interviewed the student in an effort to find causes for deficiencies.

The University of Minnesota started its counseling program in 1923 for the purpose of counseling

students of superior tested ability who were failing to live up to their possibilities in the University, and students who were superior in every other respect but were on probation.⁶ Colgate University⁷ has a system of freshmen preceptorials which was initiated in the fall of 1931. Seven faculty members were selected as preceptors. Every ninth student was selected by random sampling from the three hundred entering freshmen, making a total of 35 freshmen counseled. Every week the preceptor met with the student for at least an hour and talked over any matters which the student might raise. He served as a guide in all matters—emotional, intellectual, and physical. The purpose of the counselor is broadening—he is no longer one to help make up scholastic deficiencies only, but a friend with whom the student may discuss his many perplexities. These usually fall into the fields of educational problems, such as the selection of courses, financial questions from those who are assuming the responsibility for a part, if not all, of their expenses; social problems having to do with type and number of extra-curricular activities in which one should engage; moral and religious problems arising from a keener interest in and appreciation of scientific truths. Vocational counseling is one of the best developed fields today. The need for this has arisen from a surplus of those prepared for professions and occupations and the necessity of aiding the individual to find his place. Walters⁸ sums the possible purposes

⁶ Patterson, Donald G., "A Program for Student Counseling," *Problems of College Education*. Edited by Earl Hudelson, University of Minnesota Press, Minneapolis, Minn., 1928.

⁷ Thurber, C. H., "Preceptorial Work for Freshmen at Colgate," *Report of Annual Counseling of American College Personnel Association*, Washington, February, 1932.

⁸ Walters, J. E., *Individualizing Education*. John Wiley & Sons, New York, 1935.

⁴ Flexner, A., *Universities: American, English, German*. Oxford University Press, New York, 1930.

⁵ Jones, A. J., *Principles of Guidance*. McGraw-Hill, New York, 1934.

of counseling as: (1) The adequate personal adjustments of the student to educational life and living in general; (2) the improvement of the scholarship of the student; (3) the full development of the student's personality; (4) the improvement of student morale and morals; (5) the encouragement of a spirit of friendliness and the improvement of the personal relationship between faculty and students; (6) the development of educational democracy. But, in general, we may say that today personal counseling has for its purpose to aid the individual in reaching his greatest possible development.

The Procedure Used. We would like to suggest certain trends today in determining those who shall counsel. When counseling first began, certain faculty members were selected for the purpose and a group of students assigned to each. These counselors were usually selected because they showed a little more interest than other faculty members, or had pleasing personalities. This random selection of counselors and assignment of advisees did not prove satisfactory. The University of Minnesota⁹ recommends that advisers be selected from those who are willing to inform themselves in all matters pertaining to complicated problems of educational and vocational advisement. The trend leads in the direction of the skilled, prepared counselor. Some colleges today have a dean for each class who holds the position throughout the four years; others have a dean only for the freshman class, feeling that here is the greatest need, and that after that time the students should be able to solve their own problems.

In a study made by Walters¹⁰ letters were sent to fifty colleges selected from the ninety-five members of the American College Personnel Association. Forty-three responded. Thirty-one employ members of the faculty as counselors, while eleven use upper classmen. Sixteen colleges replied that their counseling programs are so woven into the educational system that they could not be described as separate programs, and in ten colleges a good portion of the counseling is performed by the personnel office. Wellesley follows this plan. The personnel officers and faculty associates have an individual conference with every student at least once a year. These conferences are required by the administration.

Colleges and universities are just beginning to use upper classmen as counselors, but many of the colleges that have tried it are pleased with the results. Dr. Wilkins, President of Oberlin College,¹¹ has said: "The persons who know most at any one time about the actual conditions of college life and work are the students themselves—particularly the upper classmen. . . . It would seem the part of wisdom that any administration seeking to improve the conditions of college life and work should utilize to the full the great potential energy of student thought and idealism." Northwestern University is probably the best illustration of the schools using upper classmen as counselors for the girls.

The Preparation of the Counselor. The enlarging scope of the work of the counselor suggests the necessity of ever increasing demands for preparation. When the work

¹⁰ Walters, J. E., *Individualizing Education*. John Wiley & Sons, New York, 1935.

⁹ Deerman, H. S., *The Orientation of College Freshmen*. Williams & Wilkins, Baltimore, 1926.

¹¹ Wilkins, E. H., "Faculty-Student Cooperation," *The Effective College*, R. L. Kelly, Association of American Colleges, 111 Fifth Avenue, New York, 1928.

first began we find only two requirements—personality and scholarship. Counseling at that time comprised, more or less, the chance contacts of two personalities in which the older and supposedly wiser gave the younger advice which the faculty as a whole thought he needed. Some of these counselors or advisers did much good, but many opportunities for positive, constructive work were lost. Counseling today means leading the student to face his own difficulties, seek information for himself, and arrive at his own conclusions which is by far a more difficult procedure for the counselor.

We would not discount personality and scholarship as necessary requirements for counselors but would add to them a definite knowledge of what the college or university has to offer the students not only scholastically, but socially and morally; a knowledge of vocational opportunities today and educational requirements for these; willingness to counsel, an interest in the students, and an ability to acquire the student's point of view; he must be thoroughly familiar with counseling techniques such as interviewing and testing; he must recognize the individual differences and seek to know each advisee as an individual. In colleges where there is no medical service or a psychiatrist, the counselor needs to be alert to the needs of both physical and mental health, though it is advisable for him to be very careful in these fields, for both demand specialists. The task of this counselor is that of friend, teacher, diagnostician, and one who must motivate and encourage. It is not easy, and you can see from this that the counselor *must* be one who *wants* to do this work, and to whom time in the busy week is allotted for this purpose.

We believe this is a great field, the possibilities of which are just beginning to be realized. It offers an opportunity and suggestions to our church colleges to do some vital experimenting in the field of character education, for does not character come from doing the best possible thing in each situation? "Life is one situation after another, and each situation has possibilities of richer or poorer living, of greater or less integration of values."¹²

Handbook for College Trustees

A recent publication of interest to colleges and their Boards of Control is reviewed in the 30th Annual Report of the Carnegie Foundation. The volume, entitled "The Government of Higher Education" is by Edward C. Elliott, President of Purdue University; M. M. Chambers, Honorary Fellow, Ohio State University; and William A. Ashbrook, Assistant Professor, Kent College. It is published by the American Book Company, New York, 1935, and was made possible through a grant made by the Carnegie Corporation of New York, through the Carnegie Foundation, to Purdue University for purposes of financing the study. It is "designed to assist these busy men and women (members of University and College Government Boards) to more satisfactory performance of those duties that belong to the most important and least recognized of civic servants in high places."

The library of Lon Morris College (Jacksonville, Tex.) is the recipient of 52 volumes, the gift of the Rev. and Mrs. J. M. Gordon and members of the Methodist Church at Conroe, Tex.

¹² Tenth Yearbook, Dept. of Superintendence of the N. E. A., Washington, 1932.

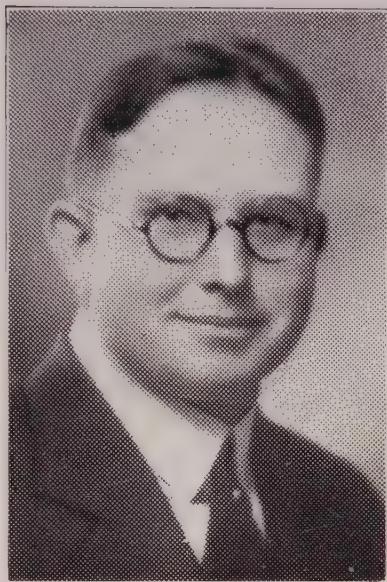
Student Counseling--- From the Standpoint of the Pastor

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S. A. MAXWELL *

THE basic purpose of counseling is to share truth in such a way as to be of help to the student in either organizing, extending, or improving his experience. Student experience is in no sense stagnant but is highly mobile and dynamic. It is different in some very distinct aspects from the experience of the average person outside of academic circles. The heritage of the ages converges at the point of student thought. The mind is being loosed from provincialism and prejudice. Not one locality and one age but the centuries and civilization make an impact upon and enter into the mind of the student. Both the good and the bad, the true and the false, the noble and the debased fill his world. Our approach is in terms of the normal student, not the abnormal and perverted. We are not visualizing merely the derelict but seeking to see steadily the opportunity which faces the pastor in a college community. Programs should be built around the normal and recurring needs of students.

So much is written today about the student-mind that one wonders if it does not have a tinge of the abnormal, the sickly and the unreal about it. However opinion may incline itself on this issue, it is true that we are dealing with real persons who are facing real issues on a more immense and varied scale than are the people outside of student circles. The issues are vital



and personal and highly determinative of character and happiness.

The pastor stands in the midst of the student community, yet one can scarcely find an article or book descriptive of his mind and place in the order of life. Experience has cumulatively taught us that there are some fundamental elements in the equipment of this leader which are highly significant and filled with large guidance possibilities capable of producing creative results. These may best be stated in the terms of the primary attitudes needed in successful counseling. The mind of the pastor represents to the student that which is supremely ethical. The ethical attitude is the unquestioned glory of the pastor. Selfish considerations weigh not in his manner of thought or life. Students are therefore highly interested in his views on issues. They want to share in his way of measuring values and placing emphases. Any disappointment on the part of the student will abruptly and tragically terminate counseling. Disappointed expectations in regard to this supreme and necessary quality of mind

* Head, Department of Religion, Kentucky Wesleyan College.

cause the pastor to become trodden salt so far as student appreciation is expressed. Any other defect will be sympathetically overlooked, but with the student ethical defectiveness disqualifies one for leadership anywhere and in any field.

The habit and constant practice of thoughtfulness is a quality of tremendous significance in the pastor who would counsel with students. Careless habits of thought, statement, or conduct may repel students so deeply that they will not return. Sometimes the sincere pastor may wonder why students no longer seek his fellowship in their purposes and plans. Intellectual honesty and integrity is demanded in the counselor. He must not practice intellectual carelessness and irregularity. Exactness, fairness, and sincerity in matters intellectual magnetize student imagination, and any pastor devoted to these practices will find counseling a joyous delight.

The co-operative attitude is not to be lightly overlooked by the pastor of students. Recluses and icebergs never attract. Sound emotionality and enthusiasm in great issues will gather around the pastor student appreciation. He must vitally relate himself to things which are now living in student concern. The pastor of students must reveal himself to them as a growing individual who is still seeking richer and larger experiences of understanding and appreciation. It is up to the pastor to enter the student world and interest. Watchful waiting is not active co-operation.

The healthy attitude of mind is the avenue along which the pastor will find some of his richest experiences in counseling. Sickly narrowness, temperamental intolerance, or the lack of broad sympathy in

matters of personal desires raises a barrier over which the experience of sharing or leading cannot pass. The students want a pastor who can help them see life clearly and see it whole, yet regnant with optimism and idealism. He must point the way of advance, not blow the trumpet of retreat.

In a vital sense the student stands in the midst of the culture of the ages. The pastor must have a large, rich cultural outlook upon life. Not culture measured by techniques of pedantry but culture measured by warmth and virility, productive of the abundant, integrated, and resourceful life. If the pastor is to be effective in his counsel, his own personal culture must be deep enough to enable him to guide into richer insight instead of indicating the backward path of escape. He must support sound education and lend no encouragement to the cowardly trek away from facing reality. The cultural attitude he shares should never reveal the escape religion, the escape literature, and the escape and negative morality. His own sense of cultural realities should not be dulled with futile fantasies. Let us repeat, the pastor is to increase insight, not provide pleasant channels of escape from the drastically real world.

The pastor is the chief representative of the spiritual attitude of mind in the entire college community. His convictions as to the higher values, obligations, and faith are contagious. Students are engaged in thoughtful analysis, and critical evaluation, especially of things material, and it seems to be quite possible for spiritual values to be overlooked not deliberately but rather inadvertently.

The wholesome emphasis on the spiritual interpretation of life by

the pastor opens many fine opportunities for conferences. Most students have a genuine interest in motives that are truly spiritual. They are anxious for the pastor to share his views with them. The pastor must, however, stand prepared to share intelligently a spiritual interpretation of life as a whole. A fragment of life, however highly devotionalized it may be, no longer makes any compelling appeal to students. God is not just an exclusive chaplain in their universe, but must be its cause, explanation, and end. In dealing with matters spiritual the pastor has a wonderful opportunity to present a Christ large enough to become the supreme object of student consideration. It must be the real, risen, glorified, personal Christ. It must be Christ unique and alone, above all men, governing all men, holding all men. The students drive direct to the fundamental realities when given an opportunity to question the pastor. To them Christianity must stand or fall with the person of Christ. If the counselor leads them to experience such a Christ, he will produce the richest spiritual attitude toward all relationships.

The organization, extension, and improvement of experience as the objective of student counseling affords the pastor access into those problems where integration is most deeply needed. A badly organized life is ready for counsel; and since the supreme integrating factor in life is spiritual, the pastor is the key man. The spiritual attitude holds the balance of power in personality, for always the deciding issues are spiritual. Christ as the highest revelation of ultimate resources should be definitely and positively presented to students in our quiet counsel with them. We cannot evade Christ as a personal Savior

in these conferences. He stands as a persistent challenge to the badly organized and illy-integrated life.

The enlargement of experience lies at the heart of student purpose. It is expressed likewise in the biological and psychological foundations of personality. Growth is the law of life, and enlargement is the voice of faith. The wise pastor will find here an opportunity for fruitful guidance. Christianity will be interpreted as the religion of adventure and enlargement. Christ will become the way of life and religion will not be a blind alley of frustrated hopes. It will be more than comfort for the disappointed. It will be the challenge to heroic service and noble personality. Christ will fit into the natural idealizing habit of the student mind when so shared in personal counsel. Rich, radiant, daring Christians will be developed on the campuses of our institutions.

The urge for improvement attracts thousands of students into our colleges each year. Fleeing from the haunts of mediocrity, seeking to escape its dead hand, they come with dreams and aspirations that need wise, constructive counseling. Safe counseling by the pastor in these matters will avert many tragedies. He must beat and make unnecessary many of the crises instead of seeking to gather up the wreck after the crisis has been passed. Character crises are expensive and will be anticipated by the wise pastor who will turn the crisis into a conquest of achievement. Life has its moments of fright and flight. Napoleon declared, "There is a moment in every great war when the bravest of troops feel inclined to run; it is in the want of confidence in their courage." These moments must be faced before they

(Continued on page 18)



R. H. EDWARDS



ALVA TAYLOR

H. C. BROWN



THE DEPARTMENT OF IN CO-OPERATION THE TRAINING DIVISION LOCAL

Presents the T

Theme: "Counseling

Time and Place: Mount Sequoyah, Ark., July 1
28, 1936
Lake Junaluska, N. C., August 4-18, 1936

Personnel: Directors of Wesley Foundations, p
gion, faculty representatives who are directly
ference Board executives, secretaries of the
leaders of young people's work in local churches

YOUNG PEOPLE'S LE

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LEADERSHIP SCHOOL SCHEDULE

Classes:

Enrichment of Home Life and
Principles of Christian Education;
Christian Worship and Music and
Hymn Appreciation; The American
Negro; Seminar on the Church and
Modern Missions; Christianity and
Economic Relations and Christian-
ity and World Peace; Understand-
ing Adolescents; Creative Teaching
and a Study of Older Children;
Teaching Children; The Field
Worker and the Local Church;
Bible; Creative Teaching and Su-
pervision of Christian Education;
The Church and Rural Welfare;
Christianity and Economic Rela-
tions; Intermediate Department Pro-
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Annual Seminar

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aders: Dr. Karl R. Stolz, for Mount Sequoyah
Dr. Richard H. Edwards, for Lake Junaluska

College situations, heads of Departments of Reli-
e for counseling students on our campuses, Con-
Board staff, Directors of Christian education,
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Y. P. L. CONFERENCE SCHEDULE

Classes:

The Life of Jesus; Personal Re-
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the World Today; The Church and
Its Work; The Stewardship of
Life; The College Student's Search
for Religious Values; The Student
Facing the World.

Among the Leaders at the Schools and Conferences Are:

Bishop Paul B. Kern
Dr. Elbert Russell
Dr. A. W. Beavan
Dr. W. G. Cram
Mrs. Helen B. Bourne
Dr. A. W. Wasson
Dr. James Myers
Dr. Wm. F. Quillian
Mrs. J. W. Downs
Dr. Emory Ross
Dr. F. A. Laxamanua
Dr. Channing H. Tobias
Dr. W. E. J. Gratz



K. R. STOLZ



L. F. SENSABAUGH

B. M. MC KEOWN



Student Counseling---From the Standpoint of the Pastor

(Continued from page 15)

actually break in upon life. The counselor will so guide the student as to stimulate courage and improve character. Like the great general, the pastor must realize that "the supreme art of generalship is to know just when that moment will come and to provide for it." If Napoleon won his mightiest battles through anticipating the moment of fright and flight by providing fresh, calm recruits, the personal battles may be won by a similar preparation. The pastor is the one general to whom students look when in need of spiritual courage. The college pastor who manifests competence, expresses courage, lives his convictions, reveals consideration and common sense will discover his life filled with gracious experiences in sharing with students his very soul.

Randolph-Macon System Honored

THE Randolph-Macon system of educational institutions was the recipient of College Day emphasis in the Baltimore and Virginia conferences March 15. Major units in the system are Randolph-Macon for men (Ashland, Va.), affectionately dubbed "Old Randolph-Macon" and Randolph-Macon for Women (Lynchburg, Va.), widely acclaimed as a romance in the field of education for women. For it was the first woman's college to be admitted to membership in the Southern Association of Colleges and Secondary Schools. Its charter of Phi Beta Kappa, granted in 1917, was the first to be given to an independent college for women in the South.

"Old Randolph Macon" was char-

tered in 1830, taking its name from John Randolph of Virginia and Nathaniel Macon of North Carolina, distinguished political leaders of that day. In 1868 the college was moved from Boydton in Mecklenburg county to Ashland. Here came a former student, R. E. Blackwell, fresh from study at Leipsig, Germany, to fill the chair of English. Later Dr. Blackwell became president, a post which he continues to fill with distinction. During his 68 years at Ashland Dr. Blackwell has seen "Old Randolph-Macon" grow from a student body of 67 with a faculty of five and no endowment to a student body of 250 with fifteen teachers and over a million dollars endowment.

Christian Colleges Still Necessary

"THE Christian college is essential to our social progress in Christianizing society's motives, methods, and ends," says Dr. Andrew Sledd of the Candler School of theology at Emory University, in commenting on the place of the Christian school in society.

"Christian schools are schools in the same sense, so far as school work goes, as are secular schools, but distinction lies in the fact that they organize the whole educational system in terms of church faith and the ideals of life."

Dr. Sledd, former president of Southern University (now Birmingham-Southern) and of the University of Florida, has rendered a lifetime of service in the field of Christian education.

Scarritt College (Nashville, Tennessee), under the authority of the general conference of the Methodist Episcopal Church, South, will launch a campaign to raise \$1,500,000, opening on Mothers' Day.

Student Counseling-- From the Standpoint of the Director

WALTER A. HEARN *

WHEREVER there are students there is need for counselors. Wherever there is a director of student religious activities he must hold himself in readiness to be one of those counselors. The time never will come when immaturity will not need to counsel with maturity. But our day sees this need grown to alarming proportions due to the breakdown of authority, the weakening of tradition, the consequent transition in intellectual concepts, and upsetting of moral standards. Multitudes in our day are sheep without a shepherd. To this is added the sheer stress and strain of our complex modern life with its increased need for a sympathetic ear, an understanding heart, and a guiding hand.

Mere understanding followed by intelligent action is sometimes the wisest of counsel. Sometime ago a distracted university girl confessed to one of my colleagues that her life was becoming threadbare because of the incessant clamor and distraction from which she could not escape. Said she: "I am jostled in and out of classes by fellow-students. My boarding house existence is one of inescapable interruptions. I cannot afford a room to myself, and yet I need nothing so much as solitude." Whereupon the counselor, curbing his desire to give advice, gathered up his work for the morning and said: "I will give



you my key to this office and guarantee you two hours of uninterrupted quiet here." The girl's grateful look and, two hours later, her calmed spirit were ample assurance that an opportunity for silence had been well used.

Physicians are telling us that most of their cases originate in inner mental conflict. The rapid rise of psycho-analysis and psychiatry shows the widespread effort to bring up reinforcements for the battle within.

Counseling is such a delicate art that it presents its full quota of difficulties. One of the greatest foes to this art is failure to sense a given situation. Another is to find time from other duties to do the one thing that is needful.

REMINDERS FOR COUNSELORS

Much of the counsel that counselors need is not unfamiliar even though unheeded. Every director will probably agree that his knowledge of what to do exceeds his ac-

* Director, Wesley Foundation, University of Missouri, and Professor in Bible College of Missouri.

tual performance. While every adviser could use more light, we need to be reminded of many things we already know.

Among them are these: (1) That the first task in an interview is to arrive at a sympathetic understanding of the personal needs involved. (2) That listening is an art in itself. He that hath ears to hear let him listen. (3) That a lively imagination is essential. He that hath eyes to see let him see before him not merely a certain "type" of student but an actual individual unique in many ways from all other individuals. (4) That individual differences make a varied approach necessary. For instance, some people in an interview will come very quickly and directly to the point, while others "put out feelers" and take considerable time to get around to the real problem. There are still others that stumble as if by accident upon their difficulty, and still others steadfastly refuse to face their problems either before or after they are pointed out. Defense mechanisms, both conscious and unconscious, are exhibited in many forms. (5) That a counselor must use restraint. It is all too easy to act as if what is being sought is the leader's conclusion in regard to a given problem. Of course what really matters is what the interviewer's solution is going to be. John W. Shackford's son, reading an account of an accident in a baseball game, looked up from the sports page and said to his father, "Dad, what is conclusion of the brain?" Dr. Shackford has used this to emphasize that for most people their conclusions represent the points where they have left off thinking. A student does not so much want to learn where you have ceased thinking, as he hopes to find that you are able to do fresh thinking

on his problems. (6) Socrates knew the value of getting each seeker to see his own difficulties and work out his own solutions. He rarely told anyone what to think, but employed the art of questioning in such a way as to bring the other person to a tested conclusion of his own making. (7) One must likewise hold himself open to be questioned, and it is unforgivable in a counselor to hedge or dodge when questions come his way. (8) Almost invariably an interview should be followed up. A few years ago a sorority girl was in the habit of seeking interviews concerning her religious perplexities. She made a good listener, and the counselor enjoyed hearing himself talk. These interviews gave a sense of satisfaction and a feeling that progress was being made. But one day the girl said, "You explain away my doubts for me very well, and I feel that my troubles are over until I return to the sorority and try to give your answers to the girls, and then I have little to say in answer to their questions." This girl was being allowed to gain temporary satisfaction from secondhand solutions. (9) Furthermore, confidences must be kept as confidential. There is no surer way of shutting off the stream of interviews than by publicizing their contents. (10) Finally one should remember that wonders never cease. The frequent emergence of age-old questions and the constant appearance of students representing types tend to encourage a card-catalogue approach to some issues and some folks. But occasionally this regularity is upset by the unusual which is probably far oftener present than it is apparent.

A CASE STUDY

The following is a case in point: A university physician referred the

case of a student to one of the professors. The student was on the verge of a complete breakdown. He had lost his appetite and was unable to concentrate upon his studies. He had taken to drink, and he was seriously contemplating suicide. The reason for this upheaval was the terrible mental state in which he found himself because he imagined himself cross-eyed. The university physician examined his eyes and pronounced them structurally normal. But when he reported this to the student, it had no effect upon him whatsoever. Realizing that the student's difficulties were more psychological than physical, he put him in the care of a teacher who the preceding semester had had the boy as a student in a course in religion in a class of six. This teacher sensed the embarrassment that would come to the boy by having to interview someone in an office and thereby make it necessary to look into each other's eyes, and so proposed a hike to a bluff where conversation could go on while looking at the distant horizon. During the trip out the counselor spent some time in war reminiscences in order to develop the thesis that there is no fear worse than an imaginary fear. That in a case of real danger something usually can be done. But when one gets in the grip of an imaginary fear, in the very nature of the case, there is nothing to do. These observations were based upon vivid war experiences, and set the stage for the claim that this boy's fears were intensified by their being imaginary. This admitted the reality of his problem while suggesting that it lacked foundation in fact. Fundamental to the outcome was the fact that the teacher had previously won the boy's confidence in his integrity. While the physician's report was disbelieved, when his

trusted teacher told him that even though he had sat within six feet of him for twice a week for half a year, he had not hitherto thought of him as cross-eyed, this made him begin to doubt his imagined condition. The proposition was made that the teacher interview each member of that class then available and frankly raise the question as to whether his classmates had noticed any defects in his eyes. It was also agreed that the boy would be told frankly the replies received. Once it was recognized that the difficulty might be mental instead of optical, some suggestions were made for breaking any undesirable chain of moody thoughts by resorting to mathematical calculations. This gave the boy a plan for surmounting his troubles, and after a series of interviews his appetite returned, his confidence was restored, and by the end of the term this student seemed to be surely on his way to normality. As of old, faith was the keynote of his cure.

RESOURCES FOR COUNSELORS

There is something presumptuous about anyone who poses as an adviser on all things in general. The impression—"Come to me for advice, I can tell you about anything"—is a very unwholesome one to make. One way out of this is to let it be known that you have enlisted the co-operation of teachers, ministers, physicians, and other directors as well as a few experienced student leaders for particular help on special problems. Opportunities for interviewing special campus visitors must not be missed. Some of these visitors are swamped with interviews when they appear as guest speakers on other campuses, who are not particularly sought when on their own campuses, because young people often want to air their trou-

bles before someone that they are not going to see every day. Such an outsider functions as a scapegoat who soon disappears into the wilderness.

In addition, there are resources to be found in the records of the institution, its administrative officers, and in special provision for the study of books and courses. Special guidance may be found in the summer seminars at Lake Junaluska and Mount Sequoyah. The devoting of this issue of the CHRISTIAN EDUCATION MAGAZINE at once makes this number a resource in itself.

One study which will never fail to illumine the counselor's path is the study of Jesus as the understanding Friend of Man. His dealings with the Gadarene demoniac, the rich young ruler, the woman taken in adultery, the woman at the well, and Nicodemus all illustrate the very finest in the art of counseling. We need to do more than learn about Jesus as a counselor. We need to learn from Him in this rôle. Small wonder is it that his faithful followers should ascribe to Him Isaiah's words, "Wonderful, Counselor."

Lambuth College Abandons Football

Lambuth College today announced the abandonment of football in the athletic program with new emphasis to be placed on basketball, baseball, tennis, and intramural sports.

The statement of Dean M. E. Eagle, former Vanderbilt football player, struck at what he termed the growing tendency to subsidize athletes and Lambuth's inability to compete. "We would have to hire a larger coaching staff and at least twenty football players to produce a satisfactory team. We have never

done this and we don't intend to start," Dean Eagle said.

Lambuth's football record in recent seasons had been mediocre in the Mississippi Valley Conference. Three years ago the team finished in a deadlock with Bethel for the conference championship but this was their lone bid for a satisfactory record.

In contrast to the failure of football teams, the Lambuth basketball clubs have paced the loop and have achieved national recognition. Both boys' and girls' teams were champions of the conference in 1934 and 1935 tournaments and the girls won their third successive award in 1936. The girls entered the National A. A. U. tournament at Wichita, Kan., and reached the quarter-finals.

Lambuth is the second college in the conference to abandon football, Freed-Hardeman of Henderson, Tenn., having taken similar action last year.—*Nashville Banner*.

Dr. Neil E. Gordon to Central Faculty

ANNOUNCEMENT was made recently by Dr. Robert H. Ruff, president of Central College, that Dr. Neil E. Gordon of Johns Hopkins University had accepted the appointment as professor of Chemistry and head of the department.

Dr. Gordon is a present professor of Chemical Education in the university at Baltimore and director of the program of national fellowships in process of development there. He will remain in his present position until the opening of the new college year in September.

Widely known throughout the nation as a leader in the field of Chemistry, Dr. Gordon is the author of four textbooks used in colleges and high schools, and of numerous scientific articles and reports of research achievements.

Student Counseling--- From the Standpoint of the Institution Itself

E. P. PUCKETT *

WITH the marked increase in student enrollment in recent years Central College has faced the problem of continuing effectively the ideal of real fellowship and helpful association between students and teachers. Formerly the dean had dependable acquaintance with every student throughout his college career; helped him in planning his course of study; kept in close touch with him as he progressed or failed to progress in his work and knew, in general, the reasons why; advised with him in his problems of every kind; and continued to serve his interest beyond graduation, at least until he seemed to be well started in his chosen field of labor. In those days the dean not only had administrative contacts with every student but also taught every student in one or more courses during the undergraduate period of four years. What the dean did not learn about the individual student at first hand, he had opportunity to learn from other students and from the faculty, which met and discussed students once a week.

In the course of time conditions have changed. The student enrollment has increased to the point that the present freshman class is much larger than was the whole student body in the halcyon days; the faculty has a larger enrollment than did the junior and senior classes



combined; the college work is carried on in several buildings instead of two; the course offerings have increased notably; and the current educational program is quite complex in comparison with the old one.

During several threatening years the college struggled to avoid losing the individual student in the crowd, and gradually progress was made in solving the problem. Some experiments failed, but more succeeded, so that the college is at present more nearly attaining the declared aims of its educational program than ever before. Nevertheless, in view of the fact that conditions are ever changing, the staff is continuing to study the problem.

It is possible to discover the thread of purpose running through the program of counseling in operation: the college seeks to aid the student, first, to discover his aptitude; second, to develop educationally by systematic study and instruction in harmony with his aptitude and to

* Dean of Central College, Fayette, Missouri.

the limit of his capabilities; and third, to continue his socialization intelligently so that he may happily function as a constructive force in his community.

Before the time appointed for the opening of school each year, applicants for admission file transcripts of their high school credits and personal information on regular forms provided by the college. In addition, almost without exception the enrollment secretary or one of his assistants interviews the applicants. All of this information is reviewed by the personnel council, composed of the dean and four other members of the faculty, before the students arrive at the college. In line with the apparent interests, plans, and preparation of these entrants they are assigned to faculty advisers who are to be their teachers and who are judged to be best suited for the work of counseling the freshmen placed under their care. The advisers have opportunity to make a preliminary study of all available data on their advisees before the advisees come to the campus.

During the first four days of the school year, before upper classmen arrive, the members of the college staff devote all of their efforts to the task of initiating the freshmen into college. The newcomers suffer lectures and other forms of instruction relative to adapting themselves to the serious phases of college life. Intelligence, aptitude, and achievement tests are administered to the initiates for the purpose of discovering as much as possible about the personality of the beginners. Advisers help plan courses and give friendly counsel on many phases of college relations. The dean explains the college program and routine, policies concerning absences, negative credits, grading and kindred matters. Finally, the fresh-

men are settled in their regular class work, are beginning to feel habituated to their community duties and privileges, have effected their class organization, and no longer require the full attention of the college staff. To the extent to which cases have been worked out successfully advisees continue through the year under the advisers assigned in the beginning. In exceptional cases, soon discovered, necessary adjustments are made and advisees are shifted to other advisers.

Upper classmen returning to the college, with occasional minor adjustments, take up their work without loss of time in the courses for which they have made definite arrangements in consultation with their advisers in the previous semester. All upper classmen have advisers in the departments in which they are majoring, and in the junior and senior years are the advisees of the heads of the departments in which they are majoring.

The average number of advisees assigned to a teacher is thirteen. According to our experience it is possible for advisers to give real personal attention to each member of a group of this size. The student is privileged to discuss with his adviser problems and plans of all kinds. Naturally some advisers are more expert than the average, but all seem to function well in the work of sympathetic counseling. Superior, average, and inferior students alike draw on the time and resources of the advisers. One or more times during the year each adviser entertains his advisees in his home.

Once a week each teacher makes to the dean a written report on each of his students who has not made satisfactory progress in class work. In this connection two conferences are required of the student, one

Christian Education Magazine

with the teacher who has reported him, the other with his adviser. Lists of advisees who are currently reported as doing unsatisfactory work are sent to the advisers so that they may have information available for conferences.

Teachers are required to keep regular conference hours, hold formal and informal conferences with all of their students during each quarter, and file with the dean a formal report or chart of all student conferences at the end of each semester.

According to the testimony of teachers and students this counseling program is effectual. Teachers

are challenged in alertness and develop into better teachers by the continual self-criticism which follows the periodic check-up which they are called on to make of their own teaching. Students frequently receive new impetus or added interest in courses as a result of informal conversations with their teachers. A higher level of scholarship is one result definitely traceable to the plan. The attitudes of students toward important relations have improved. Even in matters of general conduct and manners there is observable improvement. The college feels a justifiable encouragement in the program.



ENTRANCE TO CENTRAL COLLEGE CAMPUS

National Methodist Educational Conference

W. M. ALEXANDER

THE college leaders of the three branches of American Methodism that are contemplating a unification of these three Churches within the near future, are looking forward with a growing interest to the joint Educational Conference to be held in St. Louis this coming October. Such a meeting should be of unusual significance as Methodist colleges move forward together in their effort to help Church-related colleges generally to face and to solve some of the difficult problems now confronting them. In planning the program for this Conference the committee in charge has constantly kept in mind the fact that while colleges in a major sense are immediate responsibilities of definite local and regional constituencies they also have problems that can be met only when they attempt to solve them in a co-operative way.

With the hope of bringing help to the common phases of Methodism's higher educational task, the committee on program is arranging for a discussion of the following major areas of concern:

1. "Methodist Education in Retrospect."
2. "The Present Situation and Problems."
3. "Methodist Education in Prospect."
4. "The Alumni of Methodist Colleges and Their Alma Maters."

Those who will address the Conference and lead the discussions are nationally known Methodist educational leaders. The outstanding

ability of these speakers, the range of topics to be discussed, and the timeliness of such a Conference point to a gathering of inestimable value in the history of higher education as championed by American Methodism. The Conference is scheduled to open with a great joint mass meeting on Sunday evening. Monday morning and afternoon are to be devoted to designated topics of major interest to college leaders. A fellowship dinner for college representatives and friends will be held Monday evening. Monday night an *All Methodist College Alumni Meeting* is being planned for all former Methodist college students in St. Louis and surrounding territory. The Conference will close with the session Tuesday morning. Tuesday afternoon is being reserved for the annual business sessions of the co-operating Educational Associations and for other group meetings as may be desired.

More detailed announcement concerning the exact date of this Conference, the places for holding the various sessions, and the speakers together with their topics will be made later. Meantime, all of our college executives, our General Board staff, the General Wesley Foundation officers, our Conference Board chairman and executive secretaries, and any other interested college or church leaders are urged to lay their plans to attend this Conference.

For the nineteenth consecutive year the first-year journalism class of Wesleyan College (Macon, Ga.) has put out a daily edition of the *Macon Telegraph*. The class of twelve young women who served as reportorial and editorial staff was supervised by Wesleyan's professor of journalism, Miss Virginia Garner, whose class of 1917 is said to have been the first ever to edit a city daily.

THE DIVISION OF
*The Methodist Student
Movement*

HARVEY C. BROWN

Next Steps in Student Work

STUDENT executive groups and leaders are already making plans for the next scholastic year, 1936-37. North Carolina, Alabama, Texas, and Tennessee have set up the programs of their state conferences. Other groups will be at the task within the next four weeks.

At this time perhaps it would be helpful to share some suggestions with planning groups. Each year suggestions are compiled from student executive committees in fifteen states. This spring we have the additional suggestions of the newly organized Associate Council of the Methodist Student Movement which met in Memphis the first of January. The Associate Council recommended that the theme of our next year's Conference be, "Christian Action on the Campus." Sub-topics to be used as action group themes suggested for the consideration of state groups are: Choice of Campus Leadership; Christian Recreation; Drinking on the Campus; Men and Women Relations; Campus Ethics; Campus Prejudices and Counsellors and Campus Christian Action (for adults only). It can be readily surmised that students are interested in coming to grips with some of their campus problems. That does not mean that they are less interested in some of the larger social, political, economic, and religious issues. It does indicate that they are taking a long look at their program planning and more and more are thinking of their state conferences as parts of a developing program. Last year much atten-

tion was given to the social implications of the gospel. This year they are keeping these larger issues in the picture and also are planning to attack some immediate campus problems.

We are passing on to program planning groups some suggestions which have been sent to the General office. Some of these come out of our Associate Council meetings while others come out of states where Conferences have been held for almost a decade. They are as follows:

1. That the platform leader hold a review meeting at the closing session of each Conference at which time students and leaders present might have a chance to give their reaction to the Conference and make such suggestions as would assist the Executive Committee in planning other Conferences.

2. That more time be given students for personal interviews with platform leader and interest group leaders.

3. That whenever possible the keynote speaker be asked to preach the sermon Sunday morning in order to give unity to the entire program.

4. That special care be exercised to secure strong action group leaders using faculty and Church leadership who are adapted to the use of the discussion method.

5. That the practice of working out syllabi be encouraged again this year. It was found that those Conferences using this method during 1935-36 increased the effectiveness of their program approach. It is

suggested that the keynote speaker be given an outline of the entire program and the benefit of the committee's thinking as to what should be accomplished during the Conference. It is also suggested that each interest group leader be given a syllabus to aid him in preparing his discussion outline so as not to duplicate the work being done by other groups. Particular Conference information should be sent in advance to campus delegations in order that best results may be obtained from the Conference.

6. That each Executive Committee work out carefully, plans for a Conference worship program and then delegate this responsibility to some adult leader or to a committee of students so that the worship program can be integrated into the entire Conference theme.

7. That state planning groups discuss the possibility of holding State Conferences where the retreat idea may be carried out. In some instances it has been found that the Conference has been so widely scattered that it is impossible to develop a group-consciousness during the length of time which the Conference is in session. If delegations can be taken care of in dormitories, camp grounds, or hotels, it would be much easier to develop a unity of purpose and group morale.

8. That executive committees discourage leaders leaving the Conference before the program is over. In some states interest group leaders have come in only for their participation with the interest group. It is recommended that only those leaders be secured that can remain through the entire Conference.

9. That planning Committees encourage the dean and student executive committees to secure reliable campus representatives with whom

they may carry on an intelligent publicity campaign concerning the Conference.

10. That we make new plans to conserve the values of our state conferences. It was urged that the Executive Committees give special thought to selecting findings committees before the convening of the Conference and that these committees come prepared to get the values of the Conference and recommend such techniques for conserving the values of the conference as may aid all campus delegations.

11. That we as far as possible relate the program of the State-wide Student Conferences to the total program of the Methodist Student Movement and that we look upon these programs as not simply an isolated incident but as a part of the year's program and that each Conference be so set up as to contribute to the work of each campus unit.

12. That we make plans to secure the attendance of strong faculty counselors and pastors in college situations in all our Conferences.

13. That we keep the Inter-Conference Commission as well as campus groups advised as to the plans and programs of the state.

14. That each state group work out plans as will best get the Methodist Student Movement program before the entire Church; that is, make the Church "Methodist Student Movement Conscious."

When campus groups and counselors are called together to make plans for a state conference it is suggested that the above, which represents the suggestions of groups responsible for programs last year, be considered with the hope that we may improve the technique and the effectiveness of our programs next year.

Co-operative Enterprises

SOME co-operative enterprises of significance are developing in connection with the Methodist Episcopal Church. At present progress is being made with the following prospects: Developing joint campus programs in two border states (Missouri and West Virginia); projecting joint state-wide Methodist Student Conferences; creating and promoting religious drama through the National Society of Wesley Players; exchanging program materials and bulletins; and approaching our mutual problems more intelligently through joint staff conferences.

Throughout the nation the Division of the Methodist Student Movement is maintaining a practical co-operative relationship with all the National student organizations both in planning Conferences, summer assemblies, camps, and campus enterprises. A direct relationship is sustained with the University Commission, auxiliary to the Council of Church Boards. Through these relationships helpful suggestions are received, many new approaches are devised, new materials are suggested, co-operative programs are developed, and the whole program of social education is related to the interdenominational and intergroup movements in these varied fields.

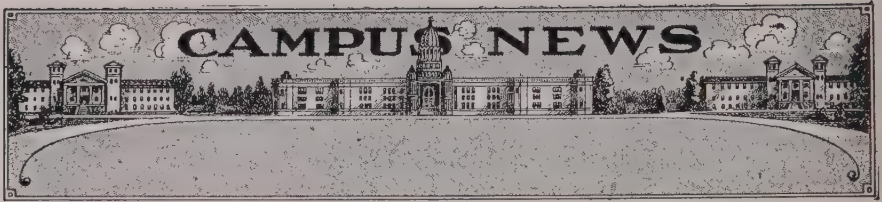
Importance of Inter-Conference Commission Meetings

DURING the 1935 annual session of the General Board of Christian Education the organization of Inter-Conference Methodist Student Movement Commissions was authorized. Since that recommendation became a policy of the Division of the Methodist Student Movement every state in the South in which

our Church is operating has completed the organization of these Commissions with the exception of Tennessee and Virginia. Plans are under way for the setting up of the Virginia Commission within a short time. The Memphis Conference Board of Christian Education has appointed a committee to take care of its student religious activities program in campus situations. The organizational work will be one hundred per cent in the Church when the Holston and Tennessee Annual Conferences complete their set-up. This is one of the most necessary pieces of organizational machinery connected with our student work program. Many of these Commissions have found it necessary to have two and three sessions during the year. New demands are being made for new campus organizations. State campus administrations are asking for student directors academically qualified to teach Bible and Religious Education. Church related campuses are becoming a part of the general Methodist Student Movement program of the Church. Commissions are being faced with petitions from Church-related and state campuses for appropriations for new programs. Some few changes are being made in the personnel of campus directors hence there is a need for every state commission to plan a meeting before the sessions of the Annual Conference.

The progress of our Methodist Student Movement program depends upon the effective way our Inter-Conference Methodist Student Movement Commissions cope with their tasks.

It is important that all Commissions plan to have their meetings before September first.



Money Campaign Marks S. M. U.'s Majority

A FEATURE of the five-year expansion program for Southern Methodist University (Dallas, Texas) recently outlined by President Charles C. Selecman and the board of trustees included a campaign for \$1,000,000 launched by S. M. U. students, alumni, and former students of Dallas. "Put S. M. U. on your pay roll; it pays dividends to Dallas," was the slogan adopted for the banner under which hundreds of S. M. U. students and exes marched in a big down-town parade, April 27, by way of showing enthusiasm for Alma Mater on the institutions 21st birthday. Harry Shuford, football star, planned the parade feature, and James Collins, president of men's Panhellenic, is chairman of the sponsors' committee which seeks to raise a million dollars. Students' campaign arguments revolve principally around the success made by S. M. U. exes. They point out that more than 50 graduates have attended the thirteen largest graduate schools in the country and not one has failed to attain distinction. S. M. U. boasts three Rhodes scholars, Jack Doty, George Thomas, and Houston Wason, the last mentioned having won highest rank at Oxford in his field, jurisprudence. Two honorary scholarships in open competition with students in various parts of the country were won by Octavia Edwards and Carolyn Davidson at the University of Paris and at the Sorbonne. On the material side S. M. U. expenditures in Dallas in the

past sixteen years total more than \$40,000,000. And the campaigners estimate that if the total expenditures of people who have located in Dallas, bought homes, or made purchases as a result of S. M. U. were added the figures would approximate \$100,000,000.

Greensboro President Inducted into Office

A NOTABLE feature of Homecoming and Benefactors' Day at Greensboro College (Greensboro, N. C.) was the official notice of the acceptance of the presidency by Dr. Luther L. Gobbell, who on May 28, 1935, became the tenth president of the institution.

Preceded by an academic procession made up of the faculty, trustees, speakers, and other distinguished guests, including the presidents of the colleges of North Carolina, ceremonies took place in Odell Memorial auditorium at 10:30 A.M., April 25.

Bishop Paul B. Kern of Greensboro was the principal speaker. President W. P. Few of Duke University, Durham, Dr. Robert B. House, dean of administration of the University of North Carolina, Chapel Hill, and Mrs. Daniel C. Roper, an alumna, wife of the Secretary of Commerce, made addresses.

In the afternoon president Gobbell, Miss Annie L. Lowrance of Winston-Salem, N. C., president of the Alumnae Association, and representatives of families donating trees, took part in a tree planting ceremony. The May Day pageant,

with the coronation of Miss Mary Hix of North Wilkesboro as queen, concluded the activities.

Nearly 100 years old, Greensboro College has had only ten presidents. Dr. Gobbell's predecessor, Dr. Samuel B. Turrentine, served from 1913 to 1935 and is now president emeritus and professor of Bible.

New Building Completed With Student Labor

PRESIDENT R. E. Burgess of Textile Industrial Institute (Spartanburg, S. C.) reports a splendid new building erected for the most part with student labor. The building, which is already in use, according to President Burgess is a fine example of what can be accomplished by the united efforts of an industrious, capable group of students working under competent supervisors. Student labor has taken care of all woodwork, painting, and electric wiring, and the money saved would be difficult to estimate.

Textile will come to commencement with a student enrollment of more than 300. Both dormitories are filled and several cottages are required to house the overflow. The school is a project of the home missions department of the Methodist Episcopal Church, South, operated for people of mill and mountain districts.

Emory Theologs Hold Annual Conference

A MOOT-ANNUAL conference at Nashville, Tennessee, brought to Tennessee's and Methodism's capital city between 75 and 100 students and faculty members of Candler School of Theology, Emory University (Atlanta, Ga.).

Presided over by Dr. Lavens Thomas II, in the rôle of "bishop," the two-day meeting, March 30-31,

witnessed a business session conducted after the manner of a regular Methodist conference. The young ministers of the future reported on the status of work under their direction and received "appointments" for the ensuing school period. Approximately 85 appointments or pastoral assignments were made. These "appointments" consisted of definite extra-curricular tasks, such as teaching Sunday school classes, hospital visitation, boy scout and welfare work.

The conference was a practical demonstration of a project in religious education, inaugurated by Dr. Thomas, head of the department. In the plan, the entire student body is divided into presiding elders' districts, named for noted Methodist leaders, such as Asbury, Capers, McKendree, Lambuth, and Wesley, and the students are familiarized with the basic principles of Methodist life and work by actual practice. The next session of the "conference" will be held at Oxford, Ga., site of "Old Emory," the predecessor of Emory University.

Wesleyan College (Macon, Ga.) was hostess to 100 delegates from leading colleges attending the Georgia State Y. W. C. A. conference held at Wesleyan.

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Offering courses in nine departments of college work, the summer session of Central College (Fayette, Mo.) will open June 8 and run through August 7.

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Textile Industrial Institute (Spartanburg, S. C.) won second place in the Southeastern Junior College Debating Tournament, sponsored by Phi Rho Pi national society, and won first place in the extemporaneous speaking contest.

Newsy Odds and Ends

MAUD M. TURPIN

A new alumni chapter of Emory University (Atlanta, Ga.) was organized at Honolulu, Hawaii, with American, Chinese, and Korean members. The new chapter was launched at a Charter Day banquet where both American and Oriental foods were served.

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Oklahoma City University (Okla.) is celebrating the year 1936 as the 25th anniversary of its founding. The celebration will culminate at the approaching sessions of the Oklahoma conferences of the Methodist Episcopal Church and Methodist Episcopal Church, South, which will be held simultaneously at Tulsa in the month of October.

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The late Mrs. Callie Fishburn, of Roanoke, Va., left a bequest of \$10,000 as an endowment for student scholarships in Ferrum Training School (Ferrum, Va.).

* * *

Chinese alumnae of Wesleyan College (Macon, Ga.) recently gave a dinner to Dr. W. F. Quillian, former president, and Mrs. Quillian, who were visiting in the Orient. Madame Chiang-kai-Shek, wife of the generalissimo of the Chinese armies, Mrs. H. H. Kung, wife of the vice-president and Minister of Finance, with many other Chinese women who are playing an important rôle in the life of the nation, were present. The dinner, an Oriental banquet of 25 courses, was held in the Hotel Asia in Shanghai.

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Morris Harvey College, at its new location in Charlestown, W. Va., numbers in its student body of

nearly 500, more than 200 students from Methodist families of the Methodist Episcopal, Methodist Episcopal Church, South, and Methodist Protestant faiths.

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"G. C. Juniors" is a student organization of Greensboro College (Greensboro, N. C.) composed of daughters of alumnae and former students.

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A scholarship to Millsaps College (Jackson, Miss.) is first prize offered by the Purple and White, student publication, in a state-wide high school contest. Other prizes include a \$50 scholarship to Draughon's Business School, a spring suit, an evening dress, a spring hat, and five dollars in cash. The twelve winners will be given free trips to Jackson, including accommodations at a Jackson hotel, luncheon with Dr. D. M. Key, president of Millsaps, and dinner with Governor Hugh White of Mississippi.

* * *

Sponsored by Southwestern University (Georgetown, Texas), a mammoth parade and Pirate Pageant featured the centennial celebration of Williamson county, held at Georgetown April 17-18. On the invitation of Southwestern, representatives of affiliated high schools of Texas and the Interscholastic League took part in the carnival. Dr. J. W. Bergin, president of Southwestern, awarded scholarships to the most representative boy and girl chosen from the official delegates upon the basis of academic qualifications.

Pointed Paragraphs

Too many students go to college as a training school for success.—*William Allen White, Christian Union Herald, May 2, 1936.*

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What would a man be worth for others who had been educated solely for himself?—*Rousseau.*

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The accumulation of facts does not lead to emotional identification of the self with a cause.—*W. E. Uphaus—Campus Issues and the New Leadership, American Teacher, 1935.*

* * *

Science and Christianity are at one in abhorring the natural man and calling upon the civilized man to fight and subdue him.—*Edwin E. Slosson.*

* * *

The day of the pioneer is not past. The field of education offers opportunity for significant pioneering by those colleges who dare to be different.—*Christian Education—April, 1936.*

* * *

One becomes an educated person by virtue of patient study, quiet meditation, intellectual courage, and a life devoted to the discovery and service of truth.—*Everett Dean Martin.*

* * *

The parking problem is not confined to automobiles; it is the curse of many a brain. A first-class student, who can mop up a whole laboratory course and edit a notebook that delights the professor will park his brains at the church door.—*Carl Sumner Knopf—The Student Faces Life. Judson Press.*

* * *

He who wishes to do the greatest possible good, and for the longest possible time, should nourish the fountains of learning, and help thirsting youth to the water. Beating hearts are better than granite monuments.—*Dr. William F. King, President-emeritus, Cornell College.*

* * *

The confusion of today is largely the result of a failure in education. We have failed to educate for peace. We have failed to educate for temperance. We have failed to educate for social responsibility. We have failed to educate for individual integrity. Education appears to be a mass of information and a mess of reactions.—*Christian Education—April, 1936.*

* * *

A certain quality of work is done by the church college that is not done by

other institutions. State institutions have their place; privately founded and endowed schools make their contribution to society; but the schools and colleges founded and fostered by the Church render a service that was never more needed than today.—*Bishop Edwin D. Mouzon, in Baltimore Southern Methodist.*

* * *

A third point has been the effort in these Christian schools to keep out all drinking of intoxicants at the games, and while the school authorities may not have succeeded perfectly, there have been some rather dramatic instances of suppression and some startling contrasts between the prevailing soberness of games in church school stadiums as compared with the disgusting drunkenness seen in some stadiums not so classified.—*The Christian Century, December 11, 1935.*

* * *

The times are full of portents, good and evil. Which will prevail in the future depends mainly upon education. The aims and ideals and even the methods of our church related colleges never meant more to the world and to the Master of Life than they mean now. The supreme demand upon the church and its educational leaders is for wisdom sufficient unto the new day and for a continuing renaissance of the zeal and devotion of the fathers.—*Christian Education, June, 1935.*

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Following an earlier quotation printed in *World Events*, showing that General Robert E. Lee late in life was opposed to military training, we note (thanks to an alert subscriber) that in "R. E. Lee—a Biography," by Southall Freeman, Volume 4, p. 278 (Scribner's), General Lee is quoted: "The great mistake of my life was taking a military education. . . . For many years I have observed the failure in business pursuits of men who have resigned from the army. It is very rare that any one of them has achieved success."—*World Events—March 15, 1936.*

* * *

The Christian college is the strategic point of effort for the Christian Church; more so than missions or philanthropic work. Here you are dealing with the creative forces that make the future. To help endow such an enterprise and place it on a firm foundation so that, once and for all, its future is assured, is the certain road to enduring fame, unailing immortality, and is the most efficient use a Christian can make of his time, strength, and money.—*Baltimore Southern Methodist.*

